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ABSTRACT

This curriculum guide shows how to develop a cooperative learning, interdisciplinary unit on self-esteem, coping skills, and healthy lifestyles. It offers teachers, using a team-teaching approach, instructions and activities for helping children to become successful in life. The emphasis is on cooperative learning methods. The matrix of lesson plans utilize basal texts, children's literature, library research, manipulatives, audiovisual materials, learning centers, guest speakers, music, art, drama, and small group discussions. Nine areas of life skills are explored: (1) I'm Okay, You're Okay; (2) Self-Esteem; (3) Handling Emotions; (4) Healthy Lifestyles--Hygiene Nutrition, and Exercise; (5) Making Friends; (6) Family Dynamics; (7) Taking Responsibility; (8) Peer Pressure--Refusal Skills; (9) Personal Goals and Vision for the Future. Each section outlines content and goals, activities, and resources needed for the lesson. Included are master copies for exploring feelings, games to promote healthy activities, and take-home handouts. A complete list of resources, including books, videos, filmstrips, audiotapes, educational software, and magazines appears in the back. (RJM)

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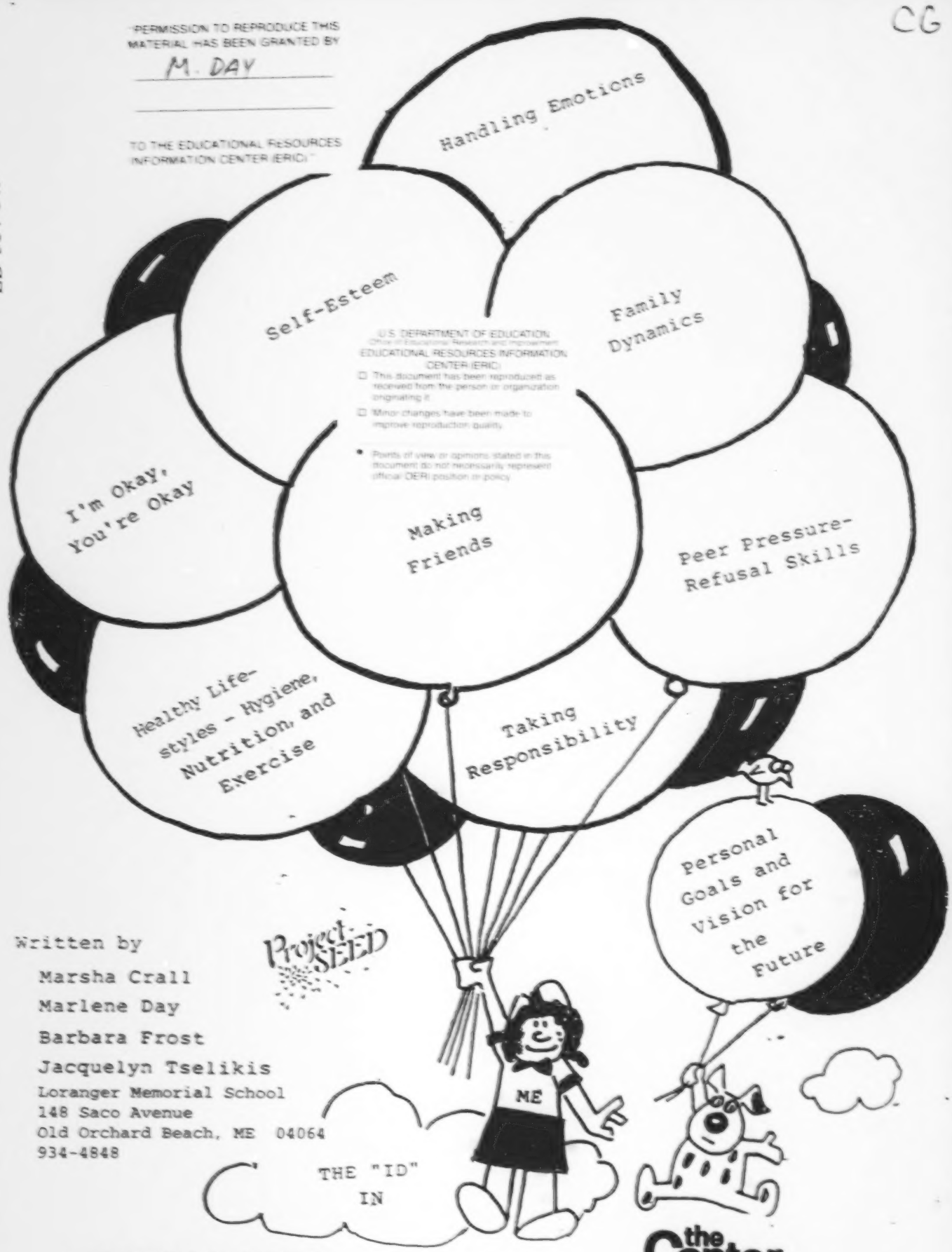

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Project SEED

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PHILOSOPHY

Each child is someone new, someone who never before existed. The child is born with what he/she needs to win at life. Each one faces unique challenges and difficulties. Each has unique potentials, capabilities, and limitations. Each can be a significant thinking, creative child in his/her own right.

UNIT GOALS AND METHODS

Goal - Develop a cooperative learning interdisciplinary unit on self-esteem, coping skills, and healthy lifestyles.

How - Team teach using cooperative learning method. Matrix of lesson plans utilizing the following resources and activities: basal texts, children's literature, library research, manipulatives, audiovisual materials, learning centers, guest speakers, music, art, drama, and small group discussions. The unit will expand upon goals and objectives outlined in our health and language arts curricula.

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I'M OKAY, YOU'RE OKAY

CONTENT	ACTIVITY	RESOURCES
To understand the similarities and differences in each other.	Have students watch the video "The Unforgettable Pen Pal, A Story About Prejudice and Discrimination" based on the books by Joy Berry.	Video - "The Unforgettable Pen Pal, A Story About Prejudice and Discrimination" Vol.6 of Joy Berry's The Human Race Club
	Brainstorm similarities among each other.	
To be able to accept the differences and similarities of people.	Brainstorm differences among each other.	Being Special from the Living Skills book series by Joy Berry.
	After brainstorming similarities and differences of each other, construct a web of similarities and differences about each other.	
To understand the importance of developing skills to form one's own opinions about people.	After completing the web, students would develop a collage individually to show the individual's uniqueness. Then add the individual collages to one class collage so that students would understand the similarities and differences in each other.	Overcoming Prejudice and Discrimination from Living Skills series by Joy Berry
	Read orally to the class the books, Being Special and Overcoming Prejudice and Discrimination from the Living Skills series by Joy Berry. After listening to the books being read to them, the students will write how they are special or ways in which they can overcome prejudice.	Easel, poster paper, markers, pointer, magazines, scissors, glue, mural paper, construction paper, book binding
	Have students make a class book about how they are special individually and how they are special to each other by writing and illustrations.	

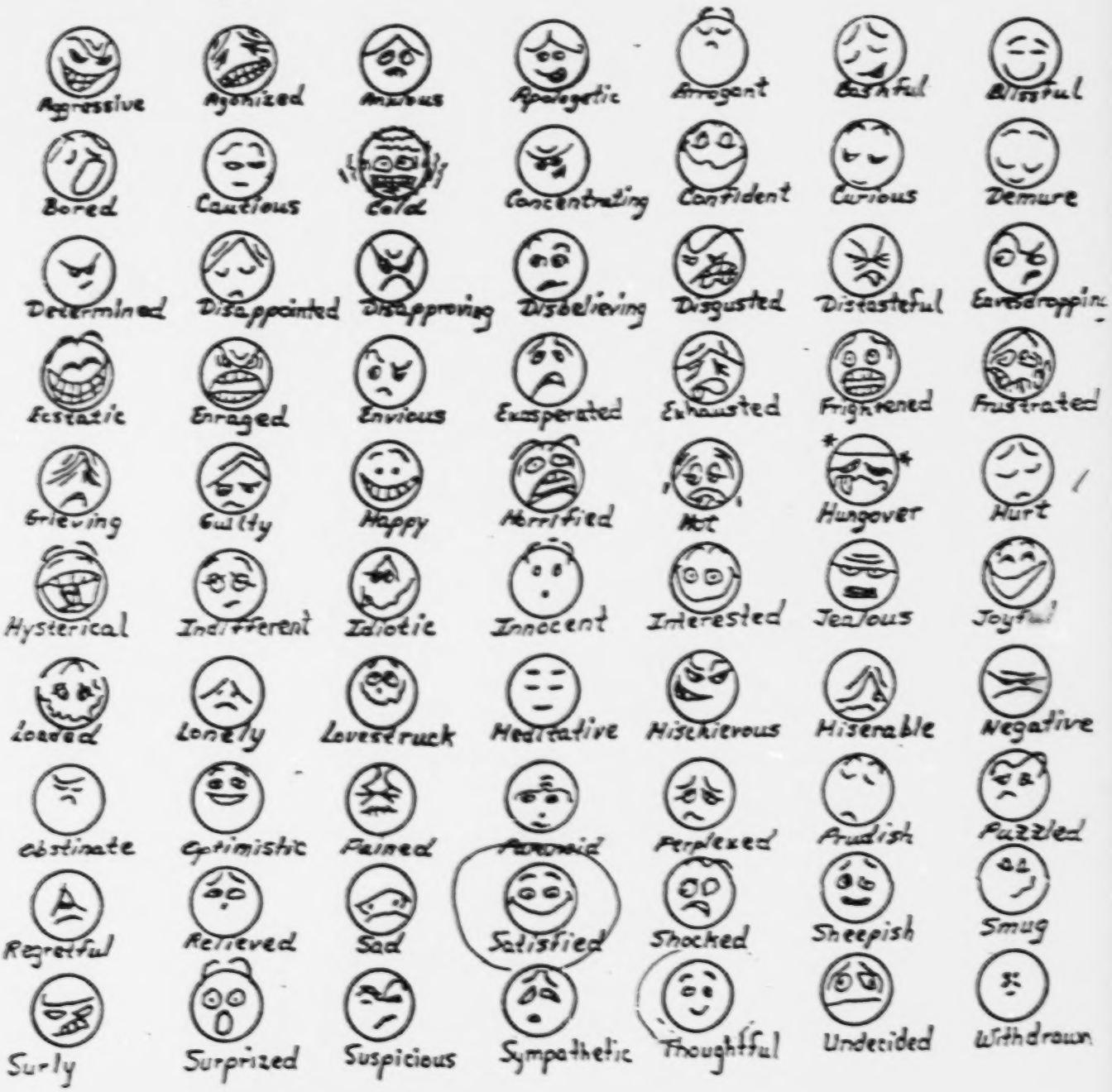
SELF-ESTEEM

CONTENT	ACTIVITY	RESOURCES
To develop awareness of a positive self-image.	Have students watch the video "The Letter on Light Blue Stationery, A Story About Self-Esteem" based on books by Joy Berry.	Video - "The Letter on Light Blue Stationery, A Story About Self-Esteem" Vol.1 of Joy Berry's The Human Race Club.
To develop a value of a positive self-image in others.	Have students close their eyes and open them to look into a full-length mirror. Ask the students, "What do you see first when you look into the mirror?"	Thinking and Learning from the Living Skills book series by Joy Berry.
To demonstrate appreciation of one's uniqueness and self-image in one's self and in others.	Say to the students, "If the mirror could talk, what do you think it would say to you?"	100 Ways to Enhance Self-Concept in the Classroom, a handbook for teachers and parents by Jack Canfield and Harold C. Wells.
	Ask the student, "What good things doyou think the mirror doesn't know about you?"	Esteem Builders by Dr. Michele Borba
	Read the poem on p. 156 (author unknown) from the book by Jack Canfield and Harold C. Wells: "Just go to the mirror and look at yourself And see what the man has to say; For it isn't your father, or mother, or wife, Who judgment upon you must pass, The fellow whose verdict counts most in your life Is the one staring back from the glass."	Mural paper, tempera paint, crayons, full-length mirror, scissors, display of poem, bulletin board
	Allow time for the students to share one positive self-image discovery after designing their self-image portraits.	
	Display copy of poem on bulletin board. Have students make full-length self-portraits out of mural paper.	
	Allow time for students to share one positive self-image discovery after designing their self-image portraits.	

HANDLING EMOTIONS

CONTENT	ACTIVITY	RESOURCES
To develop coping skills in order to handle strong emotions and uncomfortable feelings.	Have students watch the video "The Lean Mean Machine, A Story About Handling Emotions" based on the books by Joy Berry. Discuss what the word emotions; i.e., feelings, means with the students by using the "How Do You Feel Today?" handout. After sufficient discussion of what emotions are and what the word means, have students create a Dictionary of Feelings similar to what is created on pp. 147-154 from the book Esteem Builders by Dr. Michele Borba as a guide, but not limited to the design used on these pages. Have students design a sock puppet of themselves. Students will use the feelings wheel to spin a feeling for their sock puppet to act out in a group. Have students explain how they could make a negative feeling turn into a positive feeling by sharing the explanations in their groups.	Video - "The Lean Mean Machine, A Story About Handling Emotions" Vol.5 of Joy Berry's The Human Race Club. Handling Feelings from the Living Skills book series by Joy Berry Handout - "How Do You Feel Today?" Esteem Builders, by Dr. Michele Borba Dictionary of Feelings white paper for book, socks, markers, construction paper, scissors, pens "Feeling Wheel" handout "Feelings Are Okay" handout "Things To Do When You Are Angry" handout

How Do You Feel Today?.....



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Dictionary of Feelings

Author_____

Copyright_____

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Esteem Builders, Jalmar Press
Rolling Hills Estates, CA

Pictures of others feeling this way:

silly

How I Look:

A time I felt this way was . . .

1

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Pictures of others feeling this way:

angry

How I Look:

A time I felt this way was . . .

_____

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_____

13

2

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Pictures of others feeling this way:

scared

How I Look:

A time I felt this way was . . .

Pictures of others feeling this way:

happy

How I Look:

A time I felt this way was . . .

11

4

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Pictures of others feeling this way:

sad

How I Look:

A time I felt this way was . . .

5

10

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Pictures of others feeling this way:

lonely

How I Look:

A time I felt this way was . . .

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9

6

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Pictures of others feeling this way:

proud

How I Look:

A time I felt this way was . . .

7

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Feelings Wheel

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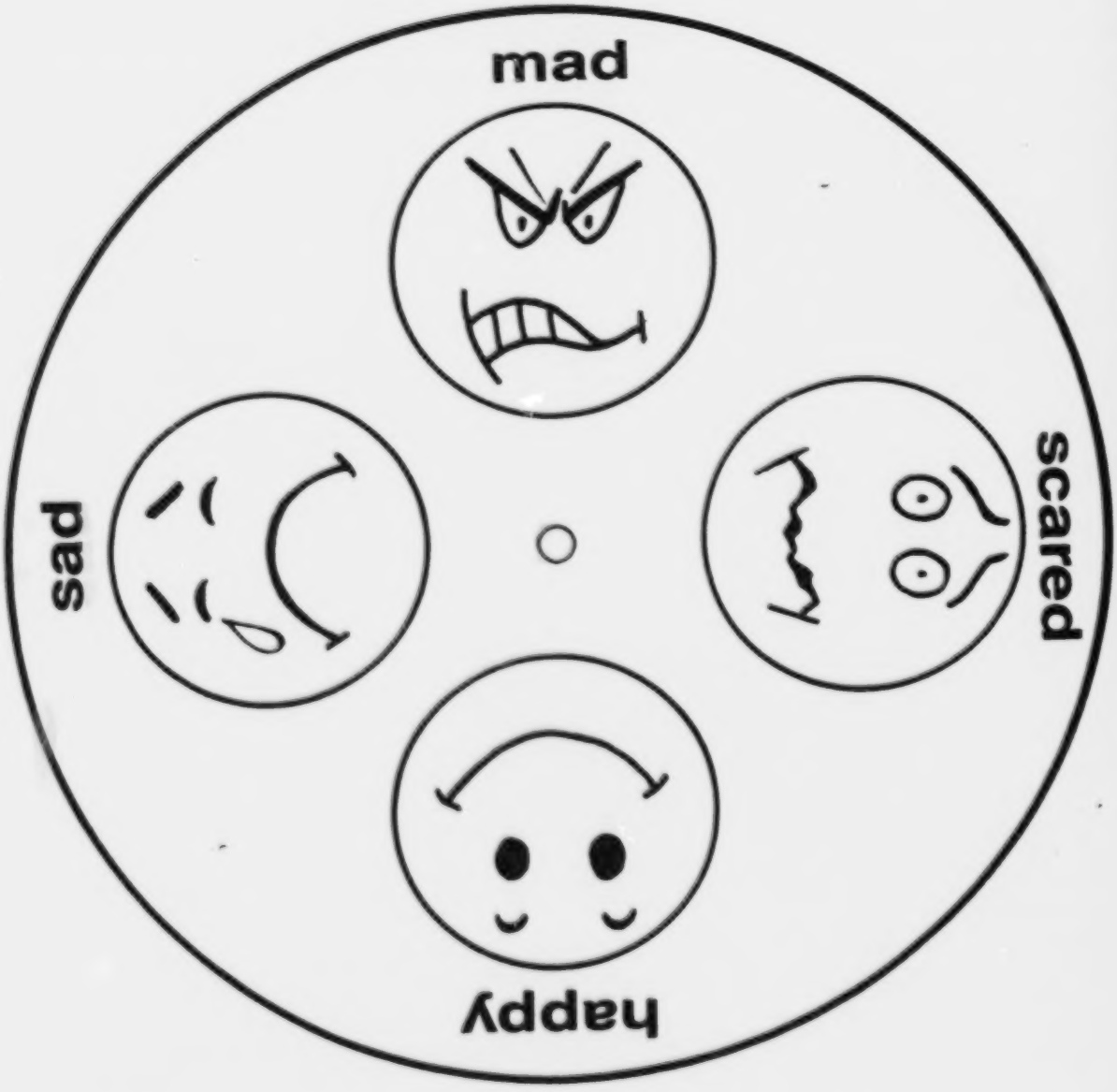
Feelings Wheel



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Esteem Builders. Jalmar P:

FEELINGS ARE OKAY

All feelings are okay. It's what you do about them that counts.

THINGS TO DO WHEN YOU ARE ANGRY

Here are some more things you can do when you feel angry.

Punch a pillow.

Do something active

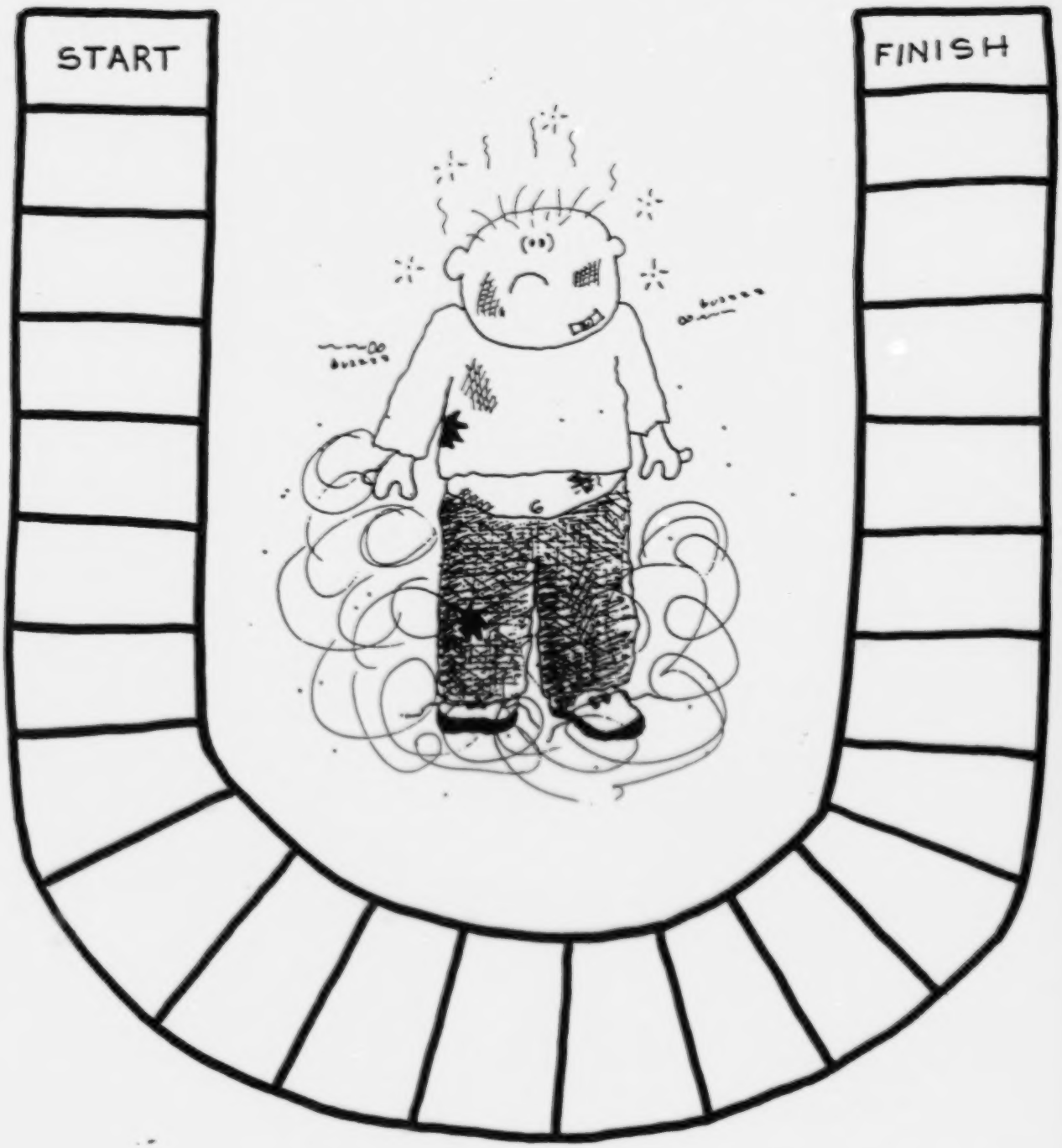
Draw a picture.

HEALTHY LIFESTYLES - HYGIENE, NUTRITION, & EXERCISE

HYGIENE

CONTENT	ACTIVITY	RESOURCES
There are different causes of body odors. Students will learn to control offensive body odors.	Body Odor Game Board Directions: 1. Have students pair up to play this game. 2. Have a Body Odor Game Board and a set of Keeping Clean Cards available for each pair of players. 3. Mix the cards thoroughly and lay them face down. 4. Let the players alternate drawing cards. 5. Controlling Body-Odor Cards permit the player to move forward two spaces. Body-Odor Cause Cards require the player to move back one space. A Controlling Body-Odor Card must be drawn to start the game. 6. When a card has been used, put it aside. When all the cards have been used,mix them again, and continue playing. 7. The winner is the first player to have a pleasing presence for others (the final block).	How to Survive Teaching Health Kenneth Tellman, Ph.D., Patricia Ritoner, M.D. Body Odor Game Board, Body Odor Cause Cards Playing pieces, such as Bingo chips, pennies, etc.
To make students aware of personal hygiene products available on the market. Focus on use and misadvertisement (cure-alls).	Talk to students about different skin care products: Soaps, shampoos, toothpastes, acne preparations. Have them make a collage with pictures and advertisements of bodily hygiene products.	Popular magazines to use for collages.
To understand the need for personal hygiene.	Discuss daily bathing needs for growing adolescents. Refer to the Body Odor Game and the Keeping Clean answers.	

Body Odor Game Board



CONTROLLING BODY-ODOR CARDS

Using a deodorant	Taking a bath	Wearing light, loose clothes in hot weather
Showering	Applying an underarm anti-perspirant	Using a washcloth or sponge
Washing with soap	Wearing clean clothing	Keeping in good health

BODY-ODOR CAUSE CARDS

Heavy perspiration	Sports on a hot day	Not washing regularly
Dirty skin	Sweat mixing with pollutants on the skin	Showering only once per week
Extreme nervousness	Riding a bike for an hour	Wearing the same socks for three days

HEALTHY LIFESTYLES - HYGIENE, NUTRITION, & EXERCISE

NUTRITION

CONTENT	ACTIVITY	RESOURCES
Students will be able to plan meals that are balanced according to the four food groups.	Review 4 food groups: 1. Fruits and vegetables; 2. Meat and meat alternatives; 3. Milk and milk products; 4. Bread and cereals.	Healthy Skills for Life, Grade 4 Nutrition
To show how balanced their diets are, students will analyze their eating habits.	Do student handout activity, "A Balanced Diet"	Activity sheet, "A Balanced Diet"
	Take a school lunch menu and use the above activity sheet to see if there are foods from all 4 food groups in each daily menu.	School lunch monthly menu
	Have students break up into 4 food groups and identify the foods that fit into their group.	Invite school lunch supervisor to help plan a week of menus with class.
	Plan a week of menus for school hot lunch program.	
To present basic nutrition concepts and motivate students to make intelligent food choices.	Show films from Nutrition Around the Clock: 1. Breakfast Gives You Bounce 2. Lunch Trying New Foods 3. Dinner - A Time for Sharing 4. Smart Snacks 5. Fast Food Facts	"Nutrition Around the Clock", Educational Media Co., Walt Disney.

GRADE 4 NUTRITION GOAL 4 STUDENT HANDOUT 4

ACTIVITY 4

"A BALANCED DIET"

Fill in the spaces with the foods you ate yesterday.

Breakfast	Lunch	Dinner
Snacks		

Show how balanced your diet is. Fill in the following spaces with the foods from your diet.

A Balanced Diet
Fruit and Vegetable Group 4 Servings
Meat and Meat Alternative Group 2 Servings
Milk and Milk Food Group 3 Servings
Bread and Cereal Group 4 Servings

EXERCISE

CONTENT	ACTIVITY	RESOURCES
Why should I exercise? - to circulate your blood - to look good - to breathe easily - to allow the heart to become stronger - to be firm, not flabby	Review the circulation of the heart. The heart is the most important muscle in your body. It has to pump the blood all around your body, from your toes to your nose. Teach students to take their pulses. Have students jog in place and take pulse after exercise. It will be faster. Heart must pump faster to circulate after exercise.	Get Fit - A Handbook for Youth ages 6-17. President's Council on Physical Fitness and Sports Anatomy or Physical Fitness books from library. Invite physical education teacher to help with these activities.
What happens if I do too much?	Usually people don't do enough exercise, rather than too much. To help prevent stiffness, teach students to: 1) Warm up properly, stretch every muscle and start slowly; 2) If you feel sick, pain, or dizziness, stop or slow down right away; 3) Wear proper clothes. They should be loose and comfortable and should allow you free movement. Do Warm Ups: 1. Side bend - 5 times each side 2. Arm circles - 5 times back & front 3. Stand stretch - 10 times 4. Ankle circles - 5 times each ankle 5. Wrist circles - 5 times each wrist 6. Calf stretch - 5 times each leg	

EXERCISE
(continued)

CONTENT	ACTIVITY	RESOURCES
There are 3 parts to a balanced fitness program: 1. Endurance 2. Flexibility 3. Strength	**Endurance** - How long can you last? Examples - Jogging or riding a bicycle for a long time without getting tired. Have students practice jumping rope. Break up into teams of 4 and see if they can increase their endurance by increasing the number of times they jump. By increasing endurance, they will increase their energy. **Flexibility** - Moving muscles and joints through their "full range of motion." Have students see how close they can come to touching their toes. Do stretching exercises to music. **Strength** - Strength is how strong the muscles are. Have students do lower back presses on mats in gym. 1) Press back against floor, 2) Tilt pelvis up; tighten buttocks. Stomach and abdominal strengthening exercise: Lift head and shoulders off the floor and reach past knees. Do 10 times, hold for count of 3.	

MAKING FRIENDS

CONTENT	ACTIVITY	RESOURCES
To develop an understanding that it takes special effort to be a friend.	Have students watch the video "The Fair Weather Friend, A Story About Making Friends" based on the books by Joy Berry.	Video - "The Fair Weather Friend, A Story About Making Friends." Volume 3 of Joy Berry's The Human Race Club.
To recognize the fact that one should choose friends for who they are, rather than for what they have.	Have students write questions on index cards about what they would like to know about a new friend. Have the students pick partners who they want to get to know better. The students ask the questions that they have written on the index cards to the new friends. After the interview process, the students will introduce their new friends to the class. (Questions on p. 178 from the book Esteem Builders by Dr. Michele Borba can be used as a guide if needed to initiate the interview process.) Have students sing the following song found on p. 178 from the book Esteem Builders by Dr. Michele Borba: "Friends can help each other Friends are people who care Friends can help each other Friends work together and share." Have the students design a mobile by taking paper plates to draw the face of him/herself on one side and the new friend's face on the other side of the plate. Print a positive word that describes the person's face drawn on the plate.	Making Friends from the Living Skills book series by Joy Berry. Esteem Builders by Dr. Michele Borba paper plates crayons pens markers string coat hanger

Grades K-8	**Friend Interviews**	**A19**

Purpose: To provide opportunities to make new friends.

Procedure: Begin with a discussion on things we know about a close friend. Then ask each student to choose as a partner a classmate he/she doesn't know very well. The partners sit together for 3 to 15 minutes and get to know each other. Then students take turns, stand up and introduce their partner to the class. Younger students make a gift (from scrap materials only) at home for their new friend and bring it to school.

For older students you may wish to make a ditto with a few of the following suggestions for partners to ask one another during the interview:

- What do you enjoy doing outside of school?
- What is your favorite hobby or interest?
- Have you ever lived in a different location? If so, where?
- Do you have any brothers or sisters? If so, how old are they?
- Where is your favorite place to visit? Why?
- What is your favorite TV show?
- What kind of music do you enjoy listening to?
- What one thing would you like me to tell the class about you?

Older students may add additional questions to their interview list. Remind them that questions must be answered with more than a simple "yes" or "no."

p. 178 from the book Esteem Builders by Dr. Michele Borba

FAMILY DYNAMICS

CONTENT	ACTIVITY	RESOURCES
We all come from various family patterns.	In cooperative groups, children make composite pictures of family groups each member comes from. 5 minutes only. Tape pictures together. Discuss various patterns briefly -- all okay -- one dominant theme is "almost all of us have brothers and sisters!"	Markers and butcher paper 36" x 36" for each cooperative group.
One challenge most of us face is getting along with brothers, sisters, and step-siblings.	"We're going to watch a video about Casey, a brother who had trouble getting along with his older sister. We can all pick up some ideas about getting along together. Think about these questions as you watch: 1) Why did Casey have trouble getting along with his sister? (They were in cycle of getting even); 2) What choice did Casey make that changed their relationship? (He decided to refrain from hurting her. -- stopped cycle -- Everyone won).	Video "Casey's Revenge," Vol. 4 of Joy Berry's The Human Race Club.
Learn 4 steps to getting along with brothers and sisters.	Learn song from end of video, "You Shouldn't Fight With Your Brothers and Sisters." Sing along with tape and watch on overhead.	Overhead projection of words to song. Use audiotape of song to sing along with.

You Shouldn't Fight with your Brothers or Sisters

REFRAIN:

You shouldn't fight with your brothers or sisters
When you're angry with them or they're angry with you.
Don't fight with your brothers or sisters,
But if they start a fight, here's what you should do:

First step -- think about it.
Ask yourself a question, "Do you want to get hurt?"

Second step -- talk about it.
Ask them why they want to fight with you.
Stand face to face and look in their eyes,
Talk about your problems and you'll realize that...

REFRAIN

Third step -- Walk or run away
If talking doesn't help, then you'd better get away.
If your brothers and sisters come after you,

Here's the fourth step -- go get help.
That's what you need to do because...

REFRAIN

TAKING RESPONSIBILITY

CONTENT	ACTIVITY	RESOURCES
What does it mean to take responsibility for our own actions?	Read "The Pudding Like a Night on the Sea." (from Ann Cameron's The Stories Julian Tells) aloud to the children. Discuss answers to the questions on the chart.	Easel chart with questions: 1) What poor choice(s) did the main character make in the story? 2) What lesson did he/she learn for the next time?
	Either in cooperative groups working independently or as an entire class with teacher reading aloud: 1) Franklin Fibs by Paulette Bourgeois & Brenda Clark 2) Jamaica's Find by Juanita Havill 3) The Berenstain Bears and the Truth For each book, easel pad sheet with questions above should be completed.	Single copies of each book at left -- 1 book per group -- each group will examine only one of the books listed. The Stories Julian Tells by Ann Cameron Franklin Fibs by Paulette Bourgeois and Brenda Clark Jamaica's Find by Juanita Havill The Berenstain Bears and the Truth
What about me when I do something wrong? What will I do?	Each student writes his own story, "When I Do Something Wrong ..." (attached sheet)	Individual copies of worksheet, "When I Do Something Wrong"

Questions to be asked:

What poor choice did the main character make?

What lesson did the children learn?

Franklin Fibs by Paulette Bourgeois and Brenda Clark - Scholastic

Franklin Turtle told his friends he could swallow 76 flies in the blink of an eye. How did he get out of it? He made a fly pie, but learned a lesson.

Jamaica's Find by Juanita Havill - Scholastic

Jamiaca finds a stuffed dog beside the slide at the playground. She takes it home, but her mother encourages her to take it back the next day. A new young friend came back to find her lost dog.

The Berenstain Bears and the Truth

Sister and Brother knock down and break a lamp while kicking a soccer ball inside the treehouse while Mom and Dad are gone. They learned "trust is the one thing you can't put back together once it's broken."

Write your own story.

When I do something wrong...

Write your own story about getting in trouble. Do you try to hide your mistakes? Do you take responsibility for your actions? Describe the actions you would take and the consequences you might face.

PEER PRESSURE - REFUSAL SKILLS

CONTENT	ACTIVITY	RESOURCES
To understand peer pressure, both negative and positive.	Help students explore some of the ways of dealing with or handling peer pressure.	Health Skills for Life: Techniques to Deal With Peer Pressure Grade 4, Goal 5
Definition of Peer Pressure. When we are part of a group or we are trying to be accepted as part of a group, there is often pressure from the group to do everything the group does. It can be negative (bad) or positive (good).	Brainstorm the differences between positive and negative peer pressure. Negative: Asking your friend to lie to parents for you about your whereabouts at a certain time. Positive: Forming a group to start a school beautification project. Define Types of Peer Pressure: 1) friendly; 2) teasing; 3) heavy; and 4) indirect.	Just Say No Club Book, Just Say No International, 1987.
What to do when people your own age or close to your age try to influence you to do something or influence your decision.	Conduct the following group experiment:	DARE Program Refusal Skills
To understand the need to have self-confidence in yourselves to feel good enough to make responsible choices.	1. Before beginning this lesson, select several students to participate (Seagulls).	Developing the Resilient Child, A Prevention Manual for Parents, Schools, Communities and Individuals, Northeast Regional Center for Drug-Free Schools and Communities.
	2. Meet with these students before beginning the experiment and explain the following procedure to them. Line B will be slightly longer than Line A.	Easel, paper, markers, pens and pencils.
	Line A _____ Line B _____	"Taking A Stand" handout
	3. Teacher will use the pre-selected student group (Seagulls) and ask for one or two additional volunteers.	The "Just Say No" Clubs' "3 Stops to Say "NO" handout
	4. Teacher will ask each student in the pre-selected group (Seagulls) which of the lines on the board is the longer of the two.	
	5. The Seagulls should all select Line A as the longer (even though it is actually shorter).	

PEER PRESSURE
(continued)

CONTENT	ACTIVITY	RESOURCES
	6. Teacher will use the new volunteers in the group to select the longer line.	
	7. If the new volunteer(s) does not select Line A, teacher will tell the group that they must arrive at one group answer.	
	8. Seagulls should try to pressure the new volunteer(s) to select Line A.	
Ways to Say "NO"	Discuss ways to say no to negative peer pressure. Write on easel with markers. 1) Say "No thanks"; 2) Give a reason, "My parents would ground me for the rest of my life." 3) Repeat "No" several times (broken record approach) 4) Walk away; 5) Change the subject "Let's go to the park and play ball instead." 6) Avoid the situation - be active in other groups; 7) Cold shoulder (just ignore them) 8) Strength in numbers (enlist the help of others who feel the same way you do).	
	Have students fill out "Taking A Stand" handout at end of activities.	
Students build self-confidence by role-playing refusal skills.	Role Playing - Have students break up into cooperative learning groups and volunteer to take turns role playing. Create a scenario such as two students are new at school and are approached by 3 students in their class. The new students want to fit in and are pressured by other class-	

PEER PRESSURE
(continued)

CONTENT	ACTIVITY	RESOURCES
	mates to smoke. Help students write a mini script and play out the scenario in front of the class.	
Class Discussion.	Feedback - Sharing Observations Participants: What was it like to play the role? What was easy, what was difficult? What did you learn? Observers: What did you learn? How would you have handled the same situation? Share positive praise with participants.	
Expansion of activity to dramatic presentation.	Encourage students to expand their role plays into a longer play. Encourage scene and script writing.	

TAKING A STAND

My name is _____

This is what I plan to do to keep from being pressured to use drugs:

1. To keep my body healthy, I will _____

_____

_____

2. To control my feelings when I have stress or am angry, I can _____

_____

_____

3. If I have to decide whether or not to take a risk, I can _____

_____

_____

4. If a friend tries to pressure me to use alcohol or marijuana, I can _____

_____

_____

5. If I want to do something that is fun or that offers adventure, I can

_____

_____

6. If I see people using alcohol or drugs on television, I can _____

_____

_____

THE "JUST SAY NO" CLUBS' "3 STEPS TO SAY NO"

Step 1: Figure out if what your friend wants to do is OK.

Sometimes this is easy, sometimes it takes a little detective work. If your're not sure, ask your friend questions like, "Is it safe?", "Is it good for me?", "Is it legal?", "Could it get us in trouble?" Ask yourself questions like, "Would my parents allow me to do that?", "Would I feel right about doing it, or does the thought make me feel bad inside?"

Step 2: If it's wrong, say No.

As soon as your friend, or you, gives an answer that lets you know that what he or she suggested is wrong, stop asking questions. Say, "No, thanks." Be nice about it--don't be mean or put your friend down--but let him or her know that you're serious. Then explain your reason for saying No.

Step 3: Suggest other things to do instead.

After you've said No, suggest other activities that are fun, safe, legal and healthy. Sound enthusiastic. Be positive. Let your friend know that you'd like to be with him or her, but not if it means doing something that's wrong.

If the other person keeps trying to convince you to do something you know you shouldn't, walk away. Real friends respect their friends' decisions. Sometimes it's hard to say No, but you'll feel better about yourself knowing you've done what's right.

TYING IT ALL TOGETHER - VISION FOR THE FUTURE

"Let's Go Fly A Kite"

CONTENT	ACTIVITY	RESOURCES
Review 9 topics already covered. Where do we go from here?	"Let's sum up each lesson on the chart. In one sentence what did we learn in Lesson 1 "I'm Okay, You're Okay" etc. through Lesson 9 - write each sentence on easel chart."	Easel chart list of the 9 preceding "ID" lessons.
Each of us needs to set goals for a better future.	Teacher reads aloud "Gloria Who Might Be My Best Friend" from Stories Julian Tells. "Gloria and Julian flew kites with wishes - we're going to fly kites with goals for our futures. How are goals and wishes different?" (Goals take effort on our own part - we can't just wish to be better people, we must act upon our goals.)	Copy of The Stories Julian Tells - story "Gloria Who Might Be My Best Friend"
Specific goals can help us focus on areas of our life we can improve.	Each student lists one goal to be a better person for each lesson theme. (Paper folded for privacy.)	9 strips of paper per student
	Students tie 9 goals to tail of kite. Kites are displayed. "Let's Go Fly a Kite" plays in background.	Kites made in art class by teacher's request or in individual classroom. Audiotape of "Let's Go Fly a Kite" from Mary Poppins.

RESOURCES

Titles in the Living Skills Series by Joy Berry

- Being a Communicator
- Being Special
- Coping with Childhood Traumas
- Decision Making and Problem Solving
- Family Rules and Responsibilities
- Good Manners
- Handling Disagreements
- Handling Family Arguments
- Handling Feelings
- Handling Fights with Brothers or Sisters
- Handling Illness
- Intelligent Spending
- The Juvenile Justice System
- Laws that Relate to Kids in the Community
- Laws that Relate to Parents and Children
- Laws that Relate to School and Work
- Making Friends
- Making and Managing Money
- Nutrition and Health Care
- Overcoming Prejudice and Discrimination
- Responding to Danger
- Thinking and Learning
- Understanding Human Rights
- Understanding Human Sexuality
- Understanding Nightmares
- Understanding Parents
- Using Time Wisely
- Watching TV Intelligently

RESOURCES
(continued)

VIDEOTAPES

THE HUMAN RACE CLUB

- The Letter on Light Blue Stationery (Vol. 1)
- A High Price to Pay - A Story About Earning Money (Vol. 2)
- The Fair Weather Friend - A Story About Making Friends (Vol. 3)
- Casey's Revenge - A Story About Fights Between Brothers and Sisters (Vol. 4)
- The Lean Mean Machine - A Story About Handling Emotions (Vol. 5)
- The Unforgettable Pen Pal - A Story About Prejudice and Discrimination (Vol. 6)

FILM STRIPS

- Building Health Attitudes
- Building Social Awareness
- Nutrition Around the Clock, Educational Media Co., Walt Disney

BOOKS

- The Stories Julian Tells by Ann Cameron
- Franklin Fibs by Paulette Bourgeois and Brenda Clark
- Jamaica's Find by Juanita Havill
- The Berenstain Bears and the Truth
- A Values Library Book Series
- Looking Good Series - one book on self esteem
- Book Finder - 4 volumes
- 100 Ways to Enhance Self-Concept in the Classroom, a handbook for teachers and parents by Jack Canfield and Harold C. Wells
- Esteem Builders by Dr. Michele Borba
- Just Say No Club Book, Just Say No International, 1987
- Developing the Resilient Child, A Prevention Manual for Parents, Schools, Communities, and Individuals, Northeast Regional Center for Drug-Free Schools and Communities
- D.A.R.E. Program Refusal Skills
- Health Skills for Life: Techniques to Deal with Peer Pressure, Grade 4, Goal 5
- How to Survive Teaching Health by Kenneth Tellman, Ph.D., Patricia Ritoner, M.D.
- Healthy Skills for Life, Grade 4 Nutrition
- Get Fit - A Handbook for Youth ages 6-17
- President's Council on Physical Fitness and Sports
- Anatomy or Physical Fitness books from library

RESOURCES
(continued)

AUDIOTAPES:

- "You Shouldn't Fight With Your Brothers and Sisters" (Side 1)
- "Let's Go Fly A Kite" from Mary Poppins (Side 2)

EDUCATIONAL SOFTWARE

- On the Playground
- Taking Responsibility

MAGAZINES

- The Intermediate Mailbox - ideas on topics
- Current Health 1 Monthly Magazine - The Beginning Guide to Health Education
- Popular Magazines

HANDOUTS

- "How Do You Feel Today?"
- "Dictionary of Feelings"
- "Feeling Wheel"
- "When I Do Something Wrong"
- "Taking A Stand"
- The "Just Say No" Clubs' "3 Stops to Say "NO"
- "Feelings Are Okay"
- "Things To Do When You Are Angry"
- "A Balanced Diet"
- School Lunch monthly menu

GAMES

- Body Odor Gameboard
- Body Odor Cause Cards